



Grade 4 Writing

Expository Scoring Guide

March 2015

Grade 4 Writing Expository Prompt

READ the information in the box below.

In the book *Oh, the Places You'll Go!*,
Dr. Seuss writes, "Today is your day! Your
mountain is waiting. So . . . *get on your way!*"

THINK about all the different places you could visit or things you could do in the future.

WRITE about something that you look forward to doing. Tell what you want to do and explain why you want to do it.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Score Point 1

The essay represents a very limited writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.
- ❑ Most ideas are generally related to the topic specified in the prompt, but the central idea is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.
- ❑ The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

Development of Ideas

- ❑ The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient.
- ❑ The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay.
- ❑ Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
- ❑ The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

Write about a time that you will want to go to a place and do activities with your family in the future.

I will like go to Disey Land. Disey Land is a place that will like to go to becaus you can see things. Disey Land is a place that I wish I can go to. If I go to Disey Land I will be so happy.

Win or if I go to Disey Land I can see Miney Mouse. I can see the prizes. I can go on the Loge ride that get you wet as culde be. I can go and see Gote, Donall the duck, Meick Mouse and see Bell.

A time the you had a good time with you family that you will like to do in the future. I hope that I can go to Disey Land.

Score Point 1

The writer of this response would like to go to Disneyland. Although the essay is in an appropriate expository form, repetition (e.g., paragraph two; the introduction and conclusion) slows the progression of ideas. The writer attempts to develop the essay by naming some of the Disney characters she wants to see, but the development is vague and insufficient. The primary issue with this response is the lack of control of conventions. Severe and frequent spelling and usage errors create disruptions in the fluency of the response. The combination of weak conventions and insufficient development results in a very limited writing performance.

I am wondering where can I go in the future?
Oh now I realize were I am going to miami!
It is going to be fun am going to go play game
get on rollarcoaster at the carnivile. They
have a lot of fun things they have prizes,
rollarcoasters and games! This time I can
can get anything I want and stuff myself
with food in the future I hope it comes true
in the future for me.

Score Point 1

The writer's central idea is that he hopes to go to a carnival in Miami. The writer attempts to develop this idea by listing the reasons for his choice: it will fun to play games, get on a rollercoaster, and be able to get anything he wants at the carnival. However, these reasons are undeveloped and repetitious (am going to go play game get on rollercoaster; they have prizes, rollarcoasters and games). For this reason, the response represents a very limited writing performance.

If I was in the book *Oh, the Places You'll Go* I would eat candy and I would ride a hot air balloon because... First, I would eat candy because candy is sweet and taste yummy. Caution candy has lots of sugar in it so don't eat too much. I wouldn't eat too much candy I would just eat a few. Studies have shown that candy is not really healthy, so don't eat too much or else you would rotten your teeth. Next, I would ride a hot air balloon because you can go fly next to the clouds. Caution don't try to reach stuff when in the sky or else you will fall off. It's fun being on a hot air balloon. Studies has shown that hot air balloons are maybe safe. In conclusion, if I was in the book *Oh, the Places You'll Go* I would eat candy and I would ride a hot air balloon, and it would be a fun adventure.

Score Point 1

The writer announces that she wants to be in the Dr. Seuss book *Oh, The Places You'll Go*, from which the quotation in the box is taken. Instead of explaining *why* she wants to be in the imaginary confines of this book, she lists what she will do (eat candy and ride in a hot air balloon). The writer focuses the development of these ideas on cautionary statements (Caution candy has lots of sugar in it so don't eat too much) and the findings of studies (Studies has shown that hot air balloons are maybe safe). These details and examples are inappropriate because they are only weakly connected to the prompt. Overall, the writer demonstrates a lack of understanding of this particular writing task.

In the future you want to go some were big like New Yourk or the beach and there are places your family might want to go really bad and you can go to Mexico or Paric.

But Paric might bee the one you might want to go to extremly bad and your family might want to go to New York but you can not choose beetween New York, Mexico, Paric, or beach and you family wants.

To go to all of them at the same time and so your family wants to go to all four of them at the same time. So your family wants to do the beach first So thay go to the beach and swim for a littel wigel.

Then thay want to go to Mexico then New York then Paric but when thay get there one person talkes to them and thay said lets go learn how to speak French then thay went to go learn how to speak.

French when thay were done thay said that was fun.

Score Point 1

In the first sentence of this unfocused essay, the writer attempts to establish a central idea (you want to go some were big like New Yourk or the beach. . . Mexico or Paric). However, the writer's inability to manage four possible destinations makes the central idea unclear. The random presentation of these different possibilities weakens the coherence of the essay, and the abrupt shifts from place to place cause serious disruptions in the progression of ideas. The essay is further weakened by awkward, uncontrolled sentences and frequent errors in language conventions. The lack of control at the word, sentence, and idea levels causes this essay to be very limited.

Score Point 2

The essay represents a basic writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task.
- ❑ Most ideas are generally related to the topic specified in the prompt, but the writer's central idea is weak or somewhat unclear. The lack of an effective central idea or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.
- ❑ The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.

Development of Ideas

- ❑ The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented.
- ❑ The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay.
- ❑ Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
- ❑ The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

Australia

Have you ever wanted to go somewhere and you just couldn't wait? That's how I feel about Australia.

I often imagine being in Australia, having fun. By fun, I mean eating delicious foods, seeing animals like kangaroos and koalas, playing with my stepbrothers and sister, and lots more.

There are lots of good things about Australia that I've heard of. It's warm, there are cool animals there, delicious foods, the Great Coral Reef is amazing, etc.

There are also a lot of things to get used to. Jet lag, Australian accents, long flights, and being in a new country.

I really want to go to Australia! I can't wait!

Score Point 2

The writer's central idea is that he looks forward to going to Australia. The explanatory quality of the response indicates an awareness of the expository task, but the development of ideas is minimal. In the second paragraph, for example, the writer simply lists details (eating delicious foods, seeing animals like kangaroos and koalas, playing with my stepbrothers and sister) without explaining any of them. In the third paragraph, the writer attempts to add additional details, but some repetition is evident (cool animals, delicious foods). In addition, the third body paragraph is focused on the possible drawbacks of going to Australia. While the ideas in this paragraph are related to the topic of going to Australia, they do not directly support the central idea. Overall, this essay represents a basic writing performance.

Ask me what is the most fascinating place I would like to visit. That question is a no brainer. You'll soon discover that the place I want to visit is Paris.

Let me explain why I want to visit Paris in the future. One of the reasons why I want to visit Paris is that I'll get to see the Eiffel tower. The Eiffel tower is colossal, beautiful, and the best part is that everyone gets to see it every day. Another reason why I want to visit this beautiful and enormous place is to learn to speak french. I want to learn to speak french because I think by speaking french it will help me learn new things. Did I mention that they serve yummy food. This is another reason why I want to visit Paris. There are lots of reasons why I want to visit Paris and I hope to do them all when I arrive there.

Undoubtedly, you'll see me wandering from place to place, exploring new things, and being happy for finally arriving there. I hope you go to the place you would like to visit too.

Score Point 2

The writer states that she would like to visit Paris and provides three reasons for her choice. Although the writer provides details to explain some of these reasons (The Eiffel tower is colossal, beautiful; I think by speaking French it will help me learn new things), the development overall is superficial. In addition, the writer uses the same phrasing to introduce new ideas and transition from idea to idea (...the place I want to visit is Paris; Let me explain why I want to visit Paris; One of the reasons why I want to visit Paris; This is another reason why I want to visit Paris). This repetitive phrasing causes the writing to be wordy and significantly weakens the progression of ideas. The writer demonstrates an adequate control of sentences and a command of conventions, but the overall effectiveness of this essay is limited and reflects a basic writing performance.

I want to go to a snowy place. With fabulous works of art as far as my eyes can see. Also I would ski down a mountain or two. What place has all this Russia does. Skiing down mountains would be fun. I would ask a person to race. I could race an avalanche. Also I only will do that in Russia to show my mom I can do something dangerous. Russia has unique buildings. Russia has famous swirly top buildings. Their color is so vibrant it seems lively. Also I would visit a Russian museum. The white plush snow looks like an ice cream wonderland. I've always wanted to touch snow. I would also start a snow ball fight. I'll scare people, by hiding snow and then pop out. I've always wanted to see snow in person.

Score Point 2

In this basic essay, the writer identifies Russia as his future destination of choice. He provides a number of reasons to explain this choice and adds some detail (unique buildings...famous swirly top buildings; white plush snow...ice cream wonderland), but the overall development of ideas is minimal. In addition, the progression of ideas is not always logical and controlled. The writer's lack of transitions as he moves from imagining works of art to skiing down mountains to describing unique buildings to experiencing snow weakens the sentence-to-sentence connections and causes the writing to be jumpy.

Hawaii

I would like to go to Hawaii. There are three reasons why. Here are my three reasons. It is beautiful, fun, and a great view. The first reason is because it is beautiful. I think that all the flowers are so pretty. Also that all the different insects there are wonderful. I love Hawaii. Also the fish are very colorful. Another reason is because it is fun. you can surf or swim. Or you can just sit and enjoy a smoothie in the sun. I would want to swim with the sharks. I would be excited! The last reason it's because it has a great view. All the volcanos that look like there are going to erupt. It would be very cool. Also very scary. I would not want it to erupt when I am there. I haven't gone but I have seen pictures. I think it's awesome. Those are my three reasons why I want to go to Hawaii.

Score Point 2

The writer identifies three reasons for wanting to go to Hawaii (it is beautiful, it is fun, it has a great view). She attempts to develop these reasons, but her general word choice causes the development to be superficial (flowers are so pretty; different insects there are wonderful; fish are very colorful). The approach to the writing task is formulaic because of the writer's use of perfunctory transitions throughout the essay (There are three reasons why; Here are my three reasons; The first reason; Another reason; The last reason; Those are my three reasons). The lack of meaningful transitions causes minor disruptions in the flow of the essay. Because the writer is unable to build meaning from one idea to the next, the coherence of the essay is weakened. Overall, this essay represents a basic writing performance.

Score Point 3

The essay represents a satisfactory writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task.
- ❑ The writer establishes a clear central idea. Most ideas are related to the central idea and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.
- ❑ The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

Development of Ideas

- ❑ The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay.
- ❑ The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay.
- ❑ Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay.
- ❑ The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.

Does anyone know where I'm going for spring break?!! You guessed it! Oregon! You know what that means, don't you!?

I'm going to go to Bend, Oregon with my friend, ^{Ashley's} family! I am going to go snowboarding! It's extremely epic! You can make the white, fluffy crystal snow fly everywhere with your board! It looks amazing! Once you're done snowboarding, you can snuggle on the couch, by the flaming, hot fire, drinking hot chocolate.

Do you know what else I'm going to do in Oregon? I'm going to visit my grandparents! They are always so cheerful and happy, like someone who has never tasted sugar before! I'm going to go to the Timbers game with my family and my grandma! GO Timbers!!!

I can already imagine all the laughter and fun that I'm going to have! I think about everything I'm going to do and I know that this is going to be the best vacation ever!!!!

Score Point 3

In this essay, the writer's central idea is that she looks forward to a spring break trip to Oregon. She develops this central idea by presenting two reasons why Oregon will be "the best vacation ever" (getting to go snowboarding and getting to visit her grandparents). In the paragraph about why snowboarding will be so much fun, the details and word choice are specific and add some substance to the development. Although the writer's explanation of her upcoming visit with her grandparents could be more detailed and specific, the development overall is sufficient. The writer attempts to link her reasons by asking a rhetorical question at the beginning of paragraph three (Do you know what else I'm going to do in Oregon?). While this transition could be stronger, it does adequately connect the two reasons.

What I want to do in the future is own a pet. A cute and adorable pet, Not a lion or a tiger. There are many different types of pets. Like a dog, a cat, a hamster, and much, much more. Some pets are just so cute. You can't resist looking at them. Their soft fur, their adorable, little eyes. Who can possibly ignore that? Pets are very interesting. At first I didn't know that cats sleep longer than a human a day. I found that very interesting. If you don't really like pets, try and work with them. They are not mean at all, unless you be mean to them. Of course. Let me tell you about a pet that is incredibly fun, cute, and interesting. Dogs! Dogs are almost like humans, except dogs bark, and they are in the shape of a dog. You can play many games with them, like, ball and throwing a Frisbee, and things like that. Don't they sound so fun to have and work with? Once you get to know these fun, and interesting pets, you might even have a lot in common.

Score Point 3

The writer establishes the clear central idea that he wants to own a pet in the future. To support the central idea, the writer introduces different types of pets, focusing on the characteristics that make them interesting and irresistible. The writer's obvious enthusiasm for his subject makes the essay engaging. Although transitions would make the sentence-to-sentence connections clearer, the relationships between ideas are logical. The tone of the essay is appropriate for expository writing, and the writer's command of conventions is adequate for this age level. Overall, this essay represents a satisfactory writing performance.

"I can't believe that you've been to eight states already!" My mom exclaimed as we pasted pictures of my trip to Mississippi into my travel scrapbook. "But I have forty-two more to go if I'm going to reach my goal of all fifty. I answered. I've always wanted to visit all fifty states. I could see all kinds of cool and historic places, like the Liberty Bell and maybe even the White House. I could learn about different cultures, like annual festivals. I could get to try new foods that we don't have here in Texas. I could see animals that live in colder and warmer places, and I could see some different kinds of plants too. I could see some different habitats like a swamp or a beach. Bragging rights also come with visiting all of the states. Sometimes, I imagine going up to my friends and saying, "Guess what? I've been to all fifty states." Visiting the whole U.S.A. would be an adventure. Last but not least, I'd see new sights but have fun while doing it. Maybe someday I'll have a big ten-state trip. But for now, I'm good taking it one at a time.

Score Point 3

In this satisfactory essay, the writer uses a conversation with his mother to introduce the central idea that his future goal is to visit all fifty states. He develops this idea by explaining the many ways he would benefit from visiting different states. The progression of ideas is generally logical and controlled, though the movement from sentence to sentence could be stronger. In addition, the development is thoughtful but uneven. In some places, his explanation is enhanced by specific details and examples that add some substance to the essay (I could see all kinds of cool and historic places, like the Liberty Bell and maybe even the White House). However, not all benefits are developed with equal specificity (learning about different cultures, trying new foods). The writer effectively concludes the essay by contrasting a hypothetical future plan (taking a big ten-state trip) with his current strategy (visiting one state at a time).

Let me tell you about a place that I look forward to visiting, The Disney Cruise. I could name 100 reasons why I want to go on the Disney Cruise, but I'm only going to talk about one. This is my favorite reason, 3 words, the water slide.

One reason that probably everyone agrees with me on is that the water slide goes off the boat! It feels like your actually flying. Oh, and looking down at the beautiful ocean water makes it 50 x better. In my opinion it might be the greatest slide of all time.

I don't know about anyone else but I absolutely love fast stuff. I don't know if its the speed or whatever but I love fast stuff. That slide is gonna make me feel like a falcon flying through the sky. If I had guess the water takes you atleast 12mph. Also the water slides have about 10 ramps that give you a big boost. I just cannot wait to go on that slide.

That slide looks very fun and I cannot wait to go on it. I hope everyone will enjoy it as much as I will.

Score Point 3

In this concise essay, the writer uses the introduction to establish her favorite reason for wanting to go on a Disney Cruise. Her narrow focus on the water slide enables the writer to clearly explain and sufficiently develop the reasons why the water slide is appealing. Specific details (the water slide goes off the boat . . . looking down at the beautiful ocean water makes it 50x better) add substance to the essay, and the writer's enthusiasm makes the response engaging (That slide is gonna make me feel like a falcon flying through the sky). Slight repetition about loving "fast stuff" creates a minor lapse in focus, but for the most part, the essay moves smoothly and logically. Overall, the clear word choice, good control of sentences, and command of conventions strengthen the presentation of ideas.

Score Point 4

The essay represents an accomplished writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task.
- ❑ The writer establishes a clear central idea. All ideas are strongly related to the central idea and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.
- ❑ The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.

Development of Ideas

- ❑ The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay.
- ❑ The essay is thoughtful and engaging. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer's word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay.
- ❑ Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.
- ❑ The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.

The bombs bursting in air! Gave proof through the night that our flag was still there! Ah! I've always wanted to be there on the big 1st place podium while the star spangled banner was on and playing at the olympics! Probably bawling my eyes out with pride and joy! And making 16 years of extremely hard training all pay off. And making my friends, family, coach, and country proud! It's always been my dream just to be standing there on that 1st place podium! I have dedicated 8 years of my life so far to training! Sometimes I see my coach more than my own dad! Some people just don't get it! They think it's crazy! But whenever I have a dream, I don't give up! I set my mind to it! If all of the long workouts, falls, blood, sweat, and tears help me achieve my life long dream of making it to the olympics and winning 1st place, then you better believe that's what I will be doing! Without gymnastics I don't know who I would be! And I would never have a dream as big as this!

Score Point 4

In this accomplished writing performance, the writer states that she has always dreamed of standing on the 1st-place podium at the Olympics. The writer creates a unified and coherent essay by narrowly focusing on the personal commitment she has made to achieve this dream (I have dedicated 8 years of my life so far to training. Sometimes I see my coach more than my own dad!). The writer's reflections on her own training and dedication add substance to the development and make the writing thoughtful. Specific word choice and well-controlled sentences (including the purposeful fragments that follow the central idea) strongly contribute to the quality of this concise essay.

Palo Duro Canyon

I want to go to the Palo Duro Canyon. There would be lots of fun things to do and amazing sights to see.

Something I dearly want to do is watch a play. The play is about the Lone Star State of Texas. What I've seen in photos of the play that stands out is one thing, the characters' costumes. They seem so colorful and pretty. The set is full of flags big and small, of the state of Texas and our country.

When I am there, I want to take a hike to the Lighthouse Rock. To get to the big rock you have to walk a few painful miles up. You better bring water because you are going to be tired. To keep yourself from cramping later, breathe with your nose instead of your mouth. After you have done all that, you can enjoy the view of the lighthouse Rock. The Lighthouse Rock is a natural boulder that is gigantic and amazing. You may see wildlife like roadrunners and wildflowers. If you have a chance to fly over it with a helicopter, you can see everything at once, which is truly awesome.

I think going to the Palo Duro Canyon would be a wonderful experience. I hope I go soon.

Score Point 4

This accomplished writing performance is focused on going to Palo Duro Canyon. The writer provides specific and well-chosen details about things he will do there (watch a play and take a hike). The writer's explanation of the hike to Lighthouse Rock is particularly effective, as he weaves together various aspects of the hiking experience—from the physical demands of the hike to the appearance of the boulder to the wildlife and flowers that can be seen there. The writer's use of meaningful transitions allows him to build this development from sentence to sentence and makes his train of thought easy to follow. Although the introduction and conclusion are perfunctory, the body of the essay is original and reflects a thorough understanding of the expository writing task.

When I learned how to use the computer, I saw people making animations. It looked like they were creating new worlds. I wanted to get in to animating, so that's why I started drawing. I've been practicing my drawing skills, so when I animate it would look better. I wanted to take my animating to a whole new level, so I decided when I grew a little older I would put my animations on YouTube. I wanted to have the joy of making animations while still making people laugh and earning money. I thought working for YouTube was a good idea because I could do what I enjoy doing and at the same time earning a little money for charity and myself. I am also excited that I'll be collaborating with other animators. I think every animation should have a storyline or a point to it. It could probably be made for comedic purposes, drama purposes or even emotional purposes. I think we all have a chance at doing something amazing for the world, all I really want to do is make the world laugh. We all have a purpose in life, mine is to be the best animator. Everyones future is bright and in the future being the best animator is what I want to be.

Score Point 4

In this accomplished writing performance, the writer states that her purpose in life is to be the best animator. The progression of ideas is logical and well controlled as she explains why achieving this goal is important to her. The writer uses a chronological organizational strategy to develop the first part of her essay, beginning with her early preparation for animating by “practicing [her] drawing skills” to her interest in animating for YouTube and collaborating with other animators. The writer’s ability to reflect on her desire to become an animator makes the essay particularly thoughtful (I think we all have a chance at doing something amazing for the world, all I really want to do is make the world laugh. We all have a purpose in life mine is to be the best animator). In addition, both the introduction and the conclusion add substance to the explanation, and the writer’s purposeful and precise word choice enhances the quality and clarity of the essay.

There are things that, in the future, every wants to see and do. Me, I can't stop thinking about wanting to go to Egypt.

If I want to Egypt, the first thing I would do is see the tombs and pyramids archeologists have uncovered. King Tutankhamen, or King Tut, has always interested me. His pyramid was the only one that still had its gold, silver and jewelry. Learning how to read hieroglyphics would help if I want in a pyramid. I only remember a few from Mrs. Christopherson's SPIRAL class. A is a lion, which is really hard to draw. You have to be a good artist if you want to have good hand writing. I'm a long way away from reading the hieroglyphics, but that makes me want to go even more!

I would also like to learn about the history and mythology. In the mythology, there was the sun god Ra, Horus, the war god, and Osiris the underworld god. They were all kings. Isis, the magic goddess was queen. There was also Neith, the hunting goddess and Hapi, the god of the Nile. Khufu, Ramses I and Tut are the only real kings I know about, but I don't know much about them. Even so, it's all really interesting.

I'm always going to want to go to Egypt no matter what happens there. The pyramids, hieroglyphics history and mythology will never get boring.

Score Point 4

In this accomplished essay, the writer “can’t stop thinking about wanting to go to Egypt.” The writer sustains focus by explaining the appeal of Egypt and sharing his unique experiences of learning hieroglyphics and assorted other facts about the country’s history and mythology. The writer’s zeal for the subject matter is evident throughout. The specific, well-chosen examples and the writer’s reflections and insights make the essay unique and engaging. The writer’s precise and purposeful word choice and strong conventions further contribute to the overall quality of the essay.